

Standard 3-5: The students will demonstrate an understanding of the major developments in South Carolina in the late nineteenth century and the twentieth century.

3-5.7 Summarize the rights and responsibilities that contemporary South Carolinians have in the schools, the community, the state, and the nation. (P)

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous/future knowledge:

In 1st grade, students recognized the basic values of American democracy, including respect for the rights and opinions of others, fair treatment for everyone, and respect for the rules by which we live (1-4.1).

In 4th grade, students will explain the major ideas and philosophies of government reflected in the Declaration of Independence (4-3.3). Students will compare the ideas in the Articles of Confederation with those in the United States Constitution, including how individuals and states are represented in the national congress (4-4.1). Students will also explain the role of the Bill of Rights in the ratification of the Constitution, including how the Constitution serves to guarantee the rights of the individual and protect the common good yet also to limit the powers of government (4-4.3).

In the 7th grade students will outline the role and purposes of a constitution, including such functions as defining a relationship between a people and their government, describing the organization of government and the characteristics of shared powers, and protecting individual rights and promoting the common good (7-2.3).

In United States History and Constitution, students will summarize the early development of representative government and political rights in the American colonies, the rule of law and the conflict between the colonial legislatures and the royal governors (USHC-2.1). Students will explain the impact of the Declaration of Independence and the American Revolution on the American colonies and on the world at large (USHC-2.2). They will summarize the creation of a new national government, including the new state constitutions, the Founding Fathers and their debates at the Constitutional Convention, and the subsequent ratification of the Constitution (USHC-2.4). Students will analyze underlying political philosophies, the fundamental principles, and the purposes of the United States Constitution and the Bill of Rights (USHC-2.5). They will compare the social and cultural characteristics of the North, the South, and the West during the antebellum period, including the lives of African Americans and social reform movements such as abolition and women's rights (USHC-4.1) and explain the movements for racial and gender equity and civil liberties, including their initial strategies, landmark court cases and legislation, the roles of key civil rights advocates, and the influence of the civil rights movement on other groups seeking ethnic and gender equity (USHC 9.5).

In U.S. Government, students will summarize the basic principles of American democracy including popular sovereignty, the rule of law, the balance of power, the separation of powers, limited government, federalism, and representative government as expressed in the Declaration of Independence, the Federalist Papers, the Constitution, and the Bill of Rights (USG-2.1). They will compare fundamental values, principles, and rights that are in conflict with one another in the American political system and the ways in which such conflicts are typically resolved, including conflicts that arise from diversity, conflicts between individual rights and social stability, and conflicts between liberty and equality (USG 2.3), and summarize the function of law in the American constitutional system, including the significance of the concept of the due process of law and the ways in which laws are intended to achieve fairness, the protection of individual rights, and the promotion of the common good (USG 3.3).

It is essential for students to know

Throughout their study of the history of South Carolina, students should have been discussing the basic rights and responsibilities of all American citizens.

In school, students should practice respect for the rights and opinions of others, fair treatment for everyone, and respect for the rules by which we live (1-4.1) by obeying school rules and treating other members of their class with respect and fairness. Their responsibility to act in the best interests of everyone in the class should be part of the culture of the classroom.

In their community, state and nation students must also obey the law and exercise their rights with the clear understanding that their rights cannot infringe upon the rights of others. Free speech includes the responsibility to speak with respect and fairness for the rights and opinions of others as well as for the truth. Students should understand that they have a right to vote but the responsibility to vote intelligently after considering all arguments and issues. Students should understand that every citizen has the right to protection by and services from the United States government but they also have the responsibility to support and preserve that government through their taxes and/or service. Citizens have the responsibility to understand the principles upon which our government is based and to preserve and protect those principles. Every citizen has the right to advocate for their self interests but the responsibility to compromise and act for the common good. Other rights can, and should, be discussed with the clear understanding that every right includes a responsibility.

It is not essential for students to know exact language of the Bill of Rights or the Constitutions of the United States and South Carolina. Students do not need to be able to list every right included in the Bill of Rights but to have a general understanding that rights include responsibilities.

Assessment guidelines: Appropriate assessment would require students to **summarize** the rights and responsibilities of contemporary South Carolinians. Students should be able to generalize the main points in the description of rights and responsibilities and **infer** their effects on school, community, state, and nation. Appropriate assessments should also require students to **compare** individual rights and responsibilities.